



LOCAL PERKINS APPLICATION 2020-2024

STAND-ALONE

Office of Career, Technical, and Adult Education

The Nebraska Department of Education
301 Centennial Mall South, Lincoln, NE 68508



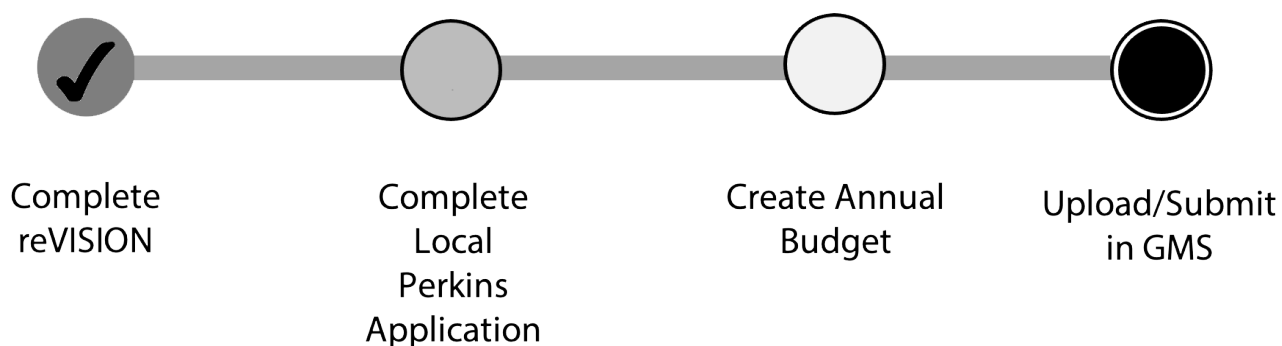
General Information

Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and Technical Education (CTE) in Nebraska helps prepare students for postsecondary education and careers, both options and not one or the other.

The federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) provides resources to support educators in developing the academic, technical, and employability knowledge and skills of secondary and postsecondary education students enrolling in CTE programming.

This **Local Perkins Application** must be completed by all secondary and postsecondary (stand-alone and consortia) CTE providers seeking federal funding through Perkins V. Staff from the Office of Career, Technical, and Adult Education at the Nebraska Department of Education (NDE) have created this document to assist you in developing a strong application for Perkins V funding, one based on information that surfaced as part of your reVISION process.

The Local Perkins Application asks you to describe how your district will use federal funds in strengthening CTE programming and expand student access to CTE programs. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 2020-2024 academic years. Local CTE providers (districts, consortia, and community colleges) receiving a Perkins V grant allocation are also required to submit plans with the same timeline committed. Submission of this Local Perkins Application will fulfill that eligibility requirement.



The Local Perkins Application and Resources are available online at <https://www.education.ne.gov/nce/perkins-administration/>

Eligible Recipients

Under Perkins V, eligible recipients include local educational agencies, area career and technical education schools, educational service agencies, Indian Tribes, Tribal organizations, Tribal educational agencies, or a consortium eligible to receive assistance under section 131 of the Act, or, an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 of the Act.

Eligibility is contingent upon recipients' completion of the NDE's reVISION process, submission and approval of this Local Perkins Application and annual budgets, and the annual confirmation that CTE Essential Components are in place, which indicate CTE programs are of sufficient size, scope, and quality to be effective and meet the needs of all learners.

A secondary school district must qualify for a minimum allocation of \$15,000 or join/form a consortium with other eligible recipients. A postsecondary institution must qualify for an allocation of \$50,000 or join/form a consortium with other eligible recipients.

School districts and community colleges will continue to use the NDE's web-based tool that indicates their intent to participate in Perkins funding each year and certify their Essential Components are in place. The implementation of the Essential Components will be verified through multiple means to ensure high-quality CTE programming (i.e. monitoring visits, risk analysis, annual reports).

Use of Funds

Under Perkins V, the allocation of resources must now be aligned with the results of the reVISION process. Specifically, funds must be spent "to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in [reVISION]."

In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective and meet the needs of all learners, the law requires the following uses of funds (throughout the duration of the four-year plan):

1. Provide career development activities through an organized, systematic framework;
2. Provide professional development for a wide variety of CTE professionals;
3. Provide within CTE the skills necessary to pursue high-skill, high-wage and high-demand industry sectors or occupations;
4. Support the integration of academic skills into CTE programs;
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement*; and
6. Develop and implement evaluations of the activities funded by Perkins.

**Key activities such as purchasing industry-grade equipment and supporting CTSOs, work-based learning, and dual-enrollment, among numerous others, are included under the elements that support the implementation of programs and programs of study.*

Visit the [Perkins Management Guide](#) for additional information about allowable uses of Perkins funds.

Timeline and Deadlines

- Annual Intent to Participate Due: March
- Local Perkins Applications Due (2020-2024): May 22, 2020 (*tentative*)
- Grant Award Notification for ¼ of annual allocation: July 1
- Grant Award for full annual allocation: October 1
- Annual Final Claims Due: September 1

**Dates are subject to change. Please visit <https://www.education.ne.gov/nce/perkins-administration/> for updated information.*

Submission Information

Completed applications should be submitted and uploaded within the NDE's Grants Management System by May 22, 2020.

Application Elements

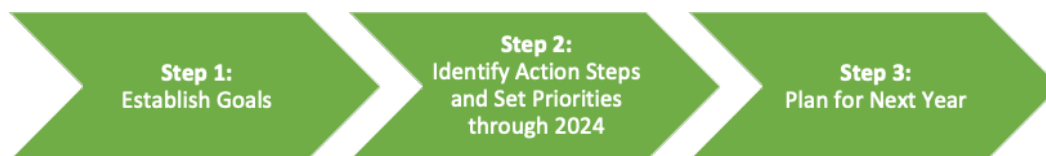
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

- Section 1: reVISION Summary
- Section 2: Narrative Responses
- Section 3: Annual Budget Worksheet

This four-year Local Perkins Application only needs to be submitted **once**. For the remaining program years (2021- 2024), only progress, update, and annual budget information will be submitted to the NDE.

Going from reVISION to the Local Perkins Application

Creating and enhancing opportunities for all students requires foresight, careful planning, and targeted investment. To help your district determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by your district and economic development region through the reVISION process (see Local and Regional CTE Assessments) and establish a set of high priority, overarching goals. Multiple sources of information and other data from the reVISION process may need to be reviewed to accomplish this effectively.



Step 1: Establish Goals

Through active participation in the reVISION process, your district, along with education partners, reviewed a number of different data elements (e.g. school faculty demographics, non-traditional student participation rates, CTE student performance data, etc.). Given these data, desired states and potential action steps were identified for each of the six required elements (at both the Local and Regional levels). Taking all of these desired states and action steps into consideration, identify a goal or set of goals your district might pursue to ensure high-quality CTE programming for your students.

Step 2: Identify Action Steps & Set Priorities

After careful review of the action steps already identified through reVISION, consider the following questions in relation to your overarching goals as identified above:

1. Which of the action steps identified are of highest priority?
2. Are all action steps equally likely to be achieved?
3. Which action steps might you seek to address in each of the application's four years, especially the first grant year (2020-2021)?



Helpful Tip

Ideally, the changes your district makes early on will form a foundation for subsequent work. You are encouraged to identify between 2-3 high priority action steps that your district will be held accountable for over the next four years which will produce measurable results.

Based on all reflections throughout reVISION and in preparing this Local Perkins Application, prioritize the actions steps to be addressed under Perkins V that will help achieve the goals established for your district. Your district will be held accountable for working towards accomplishing these goals over the next four years to move the entire CTE system forward. You will have the opportunity to update and refine your goals and action steps throughout the four years of the plan.

Step 3: Plan for Next Year

After identifying the prioritized action steps your district will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found on the Perkins Grants Management website:

<https://www.education.ne.gov/nce/perkins-administration/>. A budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the NDE's Grants Management Systems (GMS) Perkins Budget.

Section 1: reVISION Summary

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires each eligible Perkins recipient to complete a comprehensive local needs assessment. In Nebraska, this requirement will be met by participating in the reVISION process – Nebraska’s opportunity for schools and community colleges to analyze and transform their current CTE systems in order to improve their ability to educate a qualified workforce that meets industry needs within an ever-changing economy. Outcomes from reVISION will drive the development of this Local Perkins Application and all future spending decisions.

reVISION Summary. Considering your district’s Local CTE Assessment and the Regional CTE Assessment summary, briefly summarize the current state of each element and the overarching goals your district might pursue in strengthening the CTE programming for your students. These summaries will form the rationale for the action steps needed and use of Perkins funds in the next sections.

Element	Current State	Overarching Goal(s)
SAMPLE: Size, Scope, and Quality and Implementing CTE Programs of Study	<p>Most programs have the minimum SSQ components in place, though the following programs require updating of equipment to meet changing industry standards (program 1, program 2) in communication arts. While we are confident in our local planning and selection of programs of study offered (validated through reVISION), the identification of new and emerging technologies and occupational projections necessitates a comprehensive and thorough review of programs and how each are being implemented throughout the district.</p>	<p>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.</p> <p>Within the next four years, strategies will be developed to expand CTE program offering across the district, which includes professional development on program of study standards and the NDE's Standards Implementation Framework.</p>

reVISION SUMMARY		
Element	Summary of Current State	Overarching Goal(s)
Career Development	<p>Crete Public Schools does not offer ongoing professional learning for related to career development. Currently, our CTE teachers are only receiving training and ongoing learning through the professional organizations to which they belong.</p>	<ol style="list-style-type: none"> 1. By the end of the 2020-2021 school year, guidance counselors will become our resident experts on career coaching. 2. By the end of the 2020-2021 school year, CPS creates a definition for what it means to become a career coach. 3. By the end of the 2021-2022 school year, all 6-12 grade teachers become trained as career coaches as defined by the District. CPS believe this is best accomplished through the Career Academy Model. 4. By the end of the 2022-2023 school year, Crete Middle School and Crete High School will implement an Advisory time focused on a CPS defined set of career and college experiences defined by CPS staff. 5. By the end of the 2023-2024 school year, Advisory time will be implemented at the 5th grade level.
		<ol style="list-style-type: none"> 1. By the end of the 2020-2021 school year, CPS will establish

Local Workforce Alignment	<p>The current state for workforce alignment is weak at best. We are fortunate to live in such a supportive community where local business and industry will step up and help at any time. However, it is random and not necessarily aligned to any of our current pathway offerings. Creating buy-in through a visioning process will be important in systematizing local workforce alignment.</p>	<p>advisory boards for the pathways/clusters we are currently offering.</p> <ol style="list-style-type: none"> 2. By the end of the 2021-2022 school year, district-wide stakeholder groups (outside of advisory boards) will be established. Groups will include business and industry leaders, parents, students, and teacher leaders. These groups will provide a broader community voice and ensure we are meeting the needs of our immediate community and our region. 3. By the end of the 2022-2023 school year, pathways within the Business, marketing, and management, communication and information systems, health sciences, and human sciences and education clusters will be identified with advisory board consultation for the 2023-2024 school year. 4. By the end of the 2023-2024 school year, pathways/academies will be developed and implemented for all students in grades 10-12.
Size, Scope, & Quality and Implementing CTE Programs of Study	<p>Currently there is no formal process for engaging with business, industry, or higher education partners. This is partially due to the lack of formal programs of study. CPS is fortunate that instructional programs aligned to Skilled and Technical Sciences have updated space and equipment. Having built a new high school in 2016, there is tremendous potential to create spaces in multiple pathways aligned to NDE Career Fields.</p>	<ol style="list-style-type: none"> 1. By the end of the 2021-2022 school year, district-wide stakeholder groups (outside of advisory boards) will be established. Groups will include business and industry leaders, parents, students, and teacher leaders. These groups will provide a broader community voice and ensure we are meeting the needs of our immediate community and our region.
Student Performance Data	<p>Academic proficiency in ELA, math, and science for our EL and Special Education populations consistently underperform compared to their peer groups. EL and special education</p>	<ol style="list-style-type: none"> 1. By the end of the 2022-2023 school year, pathways within the Business, marketing, and management, communication and information systems, health

	<p>students currently participating in CTE aligned courses are not meeting academic standards.</p> <p>7.75 percent of students in our concentrator count are EL students. EL students make up 26% of the total enrollment at CPS, indicating EL students are under-represented in our CTE programs. It's also worth noting that there are approximately 50% more males than females enrolled in CTE courses.</p>	<p>sciences, and human sciences and education clusters will be identified with advisory board consultation for the 2023-2024 school year.</p> <ol style="list-style-type: none"> 1.
Recruitment, Retention, and Training of Faculty and Staff	<p>As a district, we do not currently have a recruitment or retention strategy for any of our staff. We are fortunate, however, in that we do not struggle to attract highly qualified candidates for a majority of our positions including CTE. CPS provides ongoing professional learning and support for all staff members. CTE teachers receive a majority of their content specific professional development from NDE and various other state-wide organizations.</p>	<ol style="list-style-type: none"> 1. By the end of the 2023-2024 school year, pathways/academies will be developed and implemented for all students in grades 10-12. 1.
Work-Based Learning	<p>CPS does not currently offer a formal WBL program for all students. Students who pursue an internship on their own or students enrolled in our limited CTE offering may have the chance at a job shadow or internship experience.</p>	<ol style="list-style-type: none"> 1. By the end of the 2020-2021 school year, a formal advisory board will be created for Skilled and Technical Sciences. 2. By the end of the 2021-2022 school year a formal process for onboarding community partners and higher education partners will be established. 3. By the end of the 2022-2023 school year a variety of job shadow and internship opportunities will be identified for all CPS students. 4. By the end of the 2023-2024 school year CPS will create and hire a community liaison position. This position will be responsible for onboarding all new community and higher

		<p>education partners and coordinating all job shadow, internships, and apprenticeship opportunities for CPS students.</p> <ol style="list-style-type: none"> 5. By the end of the 2023-2024 CPS will implement a WBL technology platform to organize, assign, and track WBL participation. 6. By the end of the 2024-2025 school year, all CPS high school students will experience a job-shadow, internship, or apprenticeship.
--	--	---



Helpful Tip

When developing goals, make sure they are SMART: Specific, Measurable, Attainable, Relevant, and Time Bound. This way, there will be sufficient detail related to how you will go about making change and use your federal Perkins V funds to improve CTE programming. More information about setting SMART goals can be found at: <http://bit.ly/SmartCTEGoals>.

Section 2: Narrative Descriptions

Instructions: For all six elements, answer each of the following questions based on the outcomes of the reVISION process and the district's overall goals. You'll be asked to prioritize the action steps developed for each year of the Local Perkins Application. Utilize the findings of both the local and regional CTE assessments.

Element 1: Career Development

Context: Each Nebraska learner deserves the opportunity to discover how their own skills fit into workplaces, to explore and learn about career options, and receive guidance in how to plan for successful transitions to their career. Students receive these opportunities through learning skills in a Career Development program which includes: 1. Self-Awareness, 2. Career Exploration, and 3. Career Planning. Students should have access to a career development program throughout their education to prepare for enrollment in CTE and while participating in CTE programs.

1. Describe how, in collaboration with education and workforce partners (i.e. local workforce development boards, one-stop delivery systems, local workforce agencies, etc.) your district will ensure each student is provided with:
 - a) Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;
 - b) Career exploration: understanding and skills to find valid information about occupations, CTE options for middle school, high school, and postsecondary education and training for career goals; labor market information for high-wage, high-skill, and high-demand (H3) occupations as determined through the reVISION process, and opportunities for work-based learning to demonstrate skills;
 - c) Career planning: understanding and skills to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, professional networking, etc.; and
 - d) An organized system of delivery to implement career development content with career and academic advising to students on an on-going basis (before enrolling and while participating in CTE programs).

RESPONSE: CPS will continue a curriculum review and rewrite process in the fall of 2020. During this time, we will unpack the current NE career readiness standards and identify how and when all students will have the opportunity to master the standards. As this process unfolds, connections based on the H3 report will be highlighted so real-life meaningful applications can be created. In the fall of 2020, CPS high school counselors will explore various solutions to best meet our desire for continued career exploration, career planning, including the exploration and creation of resume writing, portfolio development, labor market information, and post-secondary expenses. Options may include the use of Hobson's Naviance, NE Career Connection, or Xello. The organized system in which this content will be delivered begins with the required Freshman Academy course and continues through an advisory period for all students.

2. In your district's Local and Regional CTE Assessments, action steps were identified that might be used to improve student understanding of career pathways. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Career Development your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Career Development:

We want to ensure that every student is college and career ready. To start, this includes that every student has a four-year academic plan that guides students into a postsecondary career path that best suits them. Additionally, students will be required to take the Freshman Seminar class that educates students on academic, behavioral, and career skills as according the NE career readiness standards. These skills and standards will be taught in introductory courses. Students will also be exposed to postsecondary opportunities in each of the courses listed in the different clusters. We will survey our students to find their interests and match them with our Local Needs Assessment and the H3 data.

1. By the end of the 2020-2021 school year, guidance counselors will become our resident experts on career coaching.
2. By the end of the 2020-2021 school year, CPS creates a definition for what it means to become a career coach.
3. By the end of the 2021-2022 school year, all 6-12 grade teachers become trained as career coaches as defined by the District. CPS believe this is best accomplished through the Career Academy Model.
4. By the end of the 2022-2023 school year, Crete Middle School and Crete High School will implement an Advisory time focused on a CPS defined set of career and college experiences defined by CPS staff.
5. By the end of the 2023-2024 school year, Advisory time will be implemented at the 5th grade level.

Prioritized Action Steps for Career Development:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ol style="list-style-type: none"> 1. By the end of the 2020-2021 school year, guidance counselors will become our resident experts on career coaching. 2. By the end of the 2020-2021 school year, CPS creates a definition for what it means to become a career coach. 3. Identify a college and career readiness technology platform.
Year 2: 2021-2022	<ol style="list-style-type: none"> 1. By the end of the 2020-2021 school year, CPS creates a definition for what it means to become a career coach. 2. By the end of the 2021-2022 school year, all 6-12 grade teachers become trained as career coaches as defined by the District. CPS believe this is best accomplished through the implementation of the Career Academy Model.
Year 3: 2022-2023	<ol style="list-style-type: none"> 1. By the end of the 2022-2023 school year, Crete Middle School and Crete High School will implement an Advisory time focused on a CPS defined set of career and college experiences defined by CPS staff.
Year 4: 2023-2024	<ol style="list-style-type: none"> 1. By the end of the 2023-2024 school year, Advisory time will be implemented at the 5th grade level.

Element 2: Local Workforce Alignment

Context: Each Nebraska student participating in a CTE program should graduate with the skills and credentials necessary to continue their education and find employment in high-skill, high-wage, and high-demand (H3) occupations. In this section of the application, you will use the results of your local and regional CTE assessments to improve the alignment between educational programming and labor market needs.

3. How did the Local and Regional CTE Assessment results inform the selection of specific CTE programs and activities to be funded?

RESPONSE: The local and regional CTE assessment along with an equity lens were heavily utilized to write the CPS 2020-2024 Perkins Grant and budget development. As we look to expand our current CTE offering and move towards a career academy implementation, the H3 report will be the driving influence. CPS currently offers advanced manufacturing and business marketing and management which tightly align with our H3 report. As we look to the future there are three career fields, if implemented, would have a profound impact on our students, families and communities.

4. Describe any new programs of study that will be explored and developed and submitted for approval based on the results of the Local and Regional CTE Assessment results.

RESPONSE: Human services and education, Health Sciences, and Communication and Information systems will be explored in the future. These career fields are tightly aligned to the Southeast H3 report. We will begin by implementing the Education and Training cluster beginning in 2021-2022.

5. How will students, including those from special populations, learn about their school's CTE course offerings and whether each course is part of a CTE program of study? Be specific in regards to serving special populations based on the outcomes of the reVISION process.

RESPONSE: All pathways and all academies will be open to ALL students regardless of special populations status. As CPS moves to become more inclusive, the necessary professional development will be provided to CTE teachers, special education teachers, and general education teachers so an inclusive, collaborative instructional design process can be implemented. Doing so will ensure ALL students can be successful in the pathway they choose. CPS believes this is critical as our EL students are under-represented in CTE courses.

6. In your district's Local and Regional CTE Assessments, action steps were identified that might be used to improve program alignment to local workforce development efforts and labor market information. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Local Workforce Alignment your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Local Workforce Alignment:
(Copy and paste from the reVISION Summary)

CPS desires to be intentional in our engagement with business and industry partners as well as higher education institutions. CPS will create NCAC aligned advisory boards so we are able to better meet the needs of our students and community.

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	1. By the end of the 2020-2021 school year, CPS will establish advisory boards for the pathways/clusters we are currently offering.
Year 2: 2021-2022	1. By the end of the 2021-2022 school year, district-wide stakeholder groups (outside of advisory boards) will be established. Groups will include business and industry leaders, parents, students, and teacher leaders. These groups will provide a broader community voice and ensure we are meeting the needs of our immediate community and our region.

Year 3: 2022-2023	1. By the end of the 2022-2023 school year, pathways within the Business, marketing, and management, communication and information systems, health sciences, and human sciences and education clusters will be identified with advisory board consultation for the 2023-2024 school year.
Year 4: 2023-2024	1. By the end of the 2023-2024 school year, pathways/academies will be developed and implemented for all students in grades 10-12.

Element 3: Size, Scope, & Quality and Implementing CTE Programs of Study

Context: Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska's [state model programs of study](#) are high-quality programs if implemented with fidelity (i.e. teaching at least 90% of each course's standards). They are based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated and NDE approved standards, provide work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized postsecondary and industry credentials. Local programs of study may be developed and submitted for approval if determined necessary by the Local and Regional CTE Assessment results.

7. Describe the CTE course and program offerings that will be provided with Perkins funds, including not less than one state-approved program of study. Justify these offerings with the local and regional CTE assessment results.

RESPONSE: These programs align with our local and regional CTE assessment results and providing access to career fields to participate and explore. The majority of our CTE programs directly correlate with the local and regional needs of providing work-based learning throughout the program of study and analyzing the H3 careers

8. How will your district improve the academic and technical skills of students participating in CTE programs? This may include strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education.

RESPONSE: Starting with the 2020 school year CPS and Crete High will begin the exploration process of implementing the Career Academy Model. This model is inclusive of all students and directly connects CTE teachers and general education teachers. Beginning with the 2020-2021 school year, CPS will be implementing a block schedule with common plan time for departments. This collaborative planning time will be ideal for CTE and general education teachers to plan and integrate lessons. Along with the block schedule CPS will be implementing a Freshman Academy course requirement which will serve as the foundation for college, career, technical and academic planning for all students.

9. Describe how your district will provide CTE students with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as applicable.

RESPONSE: Currently CPS partners with SENCAP to provide our dual credit opportunities. It is our desire to move away from this model and begin providing dual credit/post-secondary opportunities for our students directly connected to each pathway course we offer.

10. In your district's Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your district hopes to address over the next four years. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Size, Scope, and Quality and Implementing CTE Programs and Programs of Study your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for

Size, Scope, and Quality and Implementing CTE Programs of Study

Currently there is no formal process for engaging with business, industry, or higher education partners. This is partially due to the lack of formal programs of study. CPS is fortunate that instructional programs aligned to Skilled and Technical Sciences have updated space and equipment. Having built a new high school in 2016, there is tremendous potential to create spaces in multiple pathways aligned to NDE Career Fields.

1. By the end of the 2020-2021 school year, CPS will refine programs of study (POS) in the areas of Skilled and Technical Sciences and Business, Marketing, and Management.
2. By the end of the 2021-2022 school year, CPS will introduce the Career Academy Model to all stakeholders and begin implementation planning.
3. By the end of the 2021-2022 CPS will utilize the H3 report to identify additional pathways and academies to implement within CPS
 - a. Introduction to Education for the 2021-2022 school year.
4. By the end of the 2022-2023 school year a graduate profile and a defined set of college and career continuum of experiences will be created.
5. By the end of the 2023-2024 school year, CPS will implement Career Academies as describe in NDE Rule 47.

Prioritized Action Steps for

Size, Scope, and Quality and Implementing CTE Programs of Study:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	<ol style="list-style-type: none"> 1. By the end of the 2020-2021 school year, CPS will refine programs of study (POS) in the areas of Skilled and Technical Sciences and Business, Marketing, and Management.
Year 2: 2021-2022	<ol style="list-style-type: none"> 1. By the end of the 2021-2022 school year, CPS will introduce the Career Academy Model to all stakeholders and begin implementation planning. 2. By the end of the 2021-2022 CPS will utilize the H3 report to identify additional pathways and academies to implement within CPS <ol style="list-style-type: none"> a. Introduction to Education for the 2021-2022 school year.
Year 3: 2022-2023	<ol style="list-style-type: none"> 1. By the end of the 2022-2023 school year a graduate profile and a defined set of college and career continuum of experiences will be created.

Year 4: 2023-2024	1. By the end of the 2023-2024 school year, CPS will implement Career Academies as describe in NDE Rule 47.

Element 4: Student Performance Data

Context: All students participating in CTE programs should attain academic, technical, and career readiness skill proficiency and transition into advanced education and training and employment. Throughout the Local and Regional CTE Assessments, your district reviewed student performance data on a set of federal performance indicators, identified root causes for programs and student populations that are substantially underperforming, and identified a set of action steps that that might be adopted to improve performance. To ensure and promote equitable access to CTE programs, recruitment materials, school counseling activities, and educational services offered to special populations should also be considered. In this section, you will review the high priority action steps identified at the program and student population levels to guide improvement.

The term "special populations" means-

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-work-individuals;
- English learners;
- Individuals experiencing homelessness
- Youth who are in, or have aged out of, the foster care system;
- Youth with a parent who is a member of the armed services
- or is on active duty status

11. Describe how the district will provide support to teachers so they will:

- a. Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency
- b. Prepare CTE participants for non-traditional fields
- c. Provide equal access for special populations to CTE courses, programs, and POS; and
- d. Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations

RESPONSE: At CPS we live by the ideal that ALL means ALL. 61% of our students receive free or reduced priced meals. 26% of our students are EL learners. 16% of our students have IEPs and 59% of our students are Hispanic or Latino. National Standards of Practice number 2, Academy Design, academies and pathways are open to all students. Beginning with the 2020-2021 school year CPS will implement a Freshman seminar course. This will be the first introduction to the pathways that we offer. This will also be a prime time to expose students to the H3 report and provide students choice and voice in what we offer moving forward. Again, all means all. There is no other way to guarantee that members of special populations will not be discriminated against other than every student the opportunity to participate in the CTE program of their choice. We help support and educate teachers to better provide accessibility to CTE programs for all students. One activity that will need to be implemented is to expose teachers to the current workplace trends is summer industry tours that are open to all teachers. Teachers from all levels will be able to take information back to

their students to prepare them for life after high school. Preparing students for non-traditional fields will first require that we engage with our business community to identify the non-traditional career fields. We will start with familiarizing our counselors with non-traditional fields. We will then work to embed these career fields with the CTE programs we are currently offering.

12. How will the district address disparities or gaps in performance? If no meaningful progress has been achieved prior to the third program year, describe the additional actions that will be taken to develop strategies to eliminate those disparities or gaps.

RESPONSE: Addressing disparities in performance gaps can only be done when you have first guaranteed an equally personalized and rigorous experience for all kids. Next, core academics must be connected to CTE experiences. CPS will provide the small learning communities for students and common plan time for teachers so that relevant learning experiences can be implemented for all. Finally, the data by which success will be determined must be agreed upon and measured from the beginning. Once these key elements are in place CPS will monitor and adjust practices to ensure we are closing the achievement gap. Academic proficiency in reading/language arts, mathematics, and science will be used to monitor progress. CPS also desires to use metrics such as the number of students earning an industry certification, earning college credit while in high school, attending a two/four year university.

13. In your district's Local and Regional CTE Assessments, action steps were identified to address any disparities in student performance data. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Student Performance Data that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Student Performance Data:

Academic proficiency in ELA, math, and science for our EL and Special Education populations consistently underperform compared to their peer groups. EL and special education students currently participating in CTE aligned courses are not meeting academic standards.

7.75 percent of students in our concentrator count are EL students. EL students make up 26% of the total enrollment at CPS, indicating EL students are under-represented in our CTE programs. It's also worth noting that there are approximately 50% more males than females enrolled in CTE courses.

CPS believes the Career Academy Model is the best way to address student learning and performance. Through small learning communities, a college-prep sequential curriculum with a career theme, and an advisory board that forges partnerships with employers, higher education, and the community we will close the achievement gaps highlighted in our student performance data. Lastly, as noted in the National Standards of Practice, CPS will be able to accomplish these rigorous goals because ALL students will be in a career academy.

1. By the end of the 2021-2022 school year, CPS will introduce the Career Academy Model to all stakeholders and begin implementation planning.
2. By the end of the 2021-2022 CPS will utilize the H3 report to identify additional pathways and academies to implement within CPS
 - a. Introduction to Education for the 2021-2022 school year.
3. By the end of the 2022-2023 school year a graduate profile and a defined set of college and career continuum of experiences will be created.
4. By the end of the 2023-2024 school year, CPS will implement Career Academies as describe in NDE Rule 47.

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps (What are you going to do to achieve your goal?)
--------------	--

<p>Year 1: 2020-2021</p>	<ol style="list-style-type: none"> 1. By the end of the 2020-2021 school year, CPS will define what constitutes a successful high school experience and the data by which to quantify the experience. This data may include but is not limited to: <ol style="list-style-type: none"> a. ACT b. NWEA MAP c. Attendance d. Behavior e. SEL Metrics
<p>Year 2: 2021-2022</p>	<ol style="list-style-type: none"> 1. By the end of the 2021-2022 school year, CPS will introduce the Career Academy Model to all stakeholders and begin implementation planning. 2. By the end of the 2021-2022 CPS will utilize the H3 report to identify additional pathways and academies to implement within CPS <ol style="list-style-type: none"> a. Introduction to Education for the 2021-2022 school year.
<p>Year 3: 2022-2023</p>	<ol style="list-style-type: none"> 1. By the end of the 2022-2023 school year a graduate profile and a defined set of college and career continuum of experiences will be created.
<p>Year 4: 2023-2024</p>	<ol style="list-style-type: none"> 1. By the end of the 2023-2024 school year, CPS will implement Career Academies as describe in NDE Rule 47 and the National Career Academy Coalition.

Element 5: Recruitment, Retention, and Training of Faculty and Staff

Context: Providing high-quality instruction is at the heart of what CTE educators do in Nebraska every day. To prepare educators, take stock of your district's approaches towards recruiting a knowledgeable and diverse workforce, support services offered in order to retain staff, and the professional development provided to improve their skillsets. In this section, you will use the results of your district's Local and Regional CTE Assessments to prioritize the action steps identified for supporting educators and providing quality instruction to every student.

14. Describe how your district will coordinate with the NDE and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialist instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession.

RESPONSE: CPS believes that it is important that all CTE teachers belong to their state and national organizations. We also know that we have tremendous room to grow as we look to build out our CTE offerings. As we work to establish advisory boards we will ensure that NDE, higher education institutions, and business and industry partners have a seat on the board. CPS will ensure that CTE teachers are always included in the same high quality professional learning as the rest of our staff. Finally, given our geographic location and the close proximity to numerous higher education institutions, CPS will look to partner in new and innovative ways to ensure those with industry experience have the opportunity to transition to teaching and are supported throughout that process.

<p>15. In your district's Local and Regional CTE Assessments, action steps were identified to address CTE educator recruitment, retention, and training and what your district hopes to address over the next four years. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Recruitment, Retention, and Training of Faculty and Staff that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.</p>	
<p align="center">District's Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff (Copy and paste from the reVISION Summary)</p>	
<p>As a district, we do not currently have a recruitment or retention strategy for any of our staff. We are fortunate, however, in that we do not struggle to attract highly qualified candidates for a majority of our positions including CTE. CPS provides ongoing professional learning and support for all staff members. CTE teachers receive a majority of their content specific professional development from NDE and various other state-wide organizations.</p>	
<p align="center">Prioritized Action Steps for the Recruitment, Retention, and Training of Faculty and Staff:</p>	
Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	1. By the end of the 2020-2021 school year, CPS will have a formal recruitment and retention process for certificated employees.
Year 2: 2021-2022	1. By the end of the 2021-2022 marketing materials will be developed specifically for the recruitment of CTE teachers.
Year 3: 2022-2023	1. By the end of the 2022-2023 school year, CPS will develop an incentivized plan to recruit highly qualified CTE teachers. This plan may include a housing development in which CPS students in the Skilled and Technical Sciences area construct and homes are offered at a discounted rate for teachers willing to reside within the district.
Year 4: 2023-2024	1. By the end of the end of the 2023-2024 school year, in partnership with local business leaders and higher education institutions the first CPS teacher home will be constructed.
<p>Element 6: Work-based Learning</p>	
<p>Context: Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. Work-based learning is learning through work, not learning about work. Nebraska will evaluate the quality of CTE programs, in part, by the percentage of CTE concentrators who participate in high-quality work-based learning experiences. Additional information about Nebraska's work-based learning strategies can be found here: https://www.education.ne.gov/workplace-experiences/phase-3-work-based-learning-strategies-overview/.</p>	
<p>16. Describe the WBL opportunities provided to CTE students in your district and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.</p>	

RESPONSE: Work based learning opportunities are currently limited within CPS. Certainly not all students have the opportunity for a WBL experience. We have one CTE area in which students will be able to participate in limited WBL experiences beginning in the fall of 2020. CPS desires for ALL students to have a job shadow, apprenticeship, or internship experience before graduation. We will also begin hosting Perkins Advisory meetings to gain input from local business and industry members covering the trends they are facing as well as the potential program offerings at the high school. Furthermore, we will seek to partner with the local Chamber of Commerce to help with the coordination of businesses to schools for the placement of students into job shadows.

17. In your district's Local and Regional CTE Assessments, action steps were identified related to work-based learning. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Work-based Learning that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Work-based Learning:

(Copy and paste from the reVISION Summary)

CPS will implement a formal work-based learning program that will provide the opportunity for every high school student to participate in a job shadow experience, internship, or apprenticeship WBL experience.

Prioritized Action Steps for Work-based Learning:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	1. By the end of the 2020-2021 school year, a formal advisory board will be created for Skilled and Technical Sciences.
Year 2: 2021-2022	1. By the end of the 2021-2022 school year a formal process for onboarding community partners and higher education partners will be established.
Year 3: 2022-2023	1. By the end of the 2023-2024 school year CPS will create and hire a community liaison position. This position will be responsible for onboarding all new community and higher education partners and coordinating all job shadow, internships, and apprenticeship opportunities for CPS students. 2. By the end of the 2023-2024 CPS will implement a WBL technology platform to organize, assign, and track WBL participation.
Year 4: 2023-2024	1. By the end of the 2024-2025 school year, all CPS high school students will experience a job-shadow, internship, or apprenticeship.

Ensuring Equitable Access

18. How was improving the access to and success in CTE programs for each student, especially those who are members of a special population, examined and considered throughout the development of your goals for all six elements?

RESPONSE: CPS operates under the following mission statement: The mission of Crete Public Schools, a diverse community of engaged individuals committed to the success of all, is to ensure learners have the character, knowledge, and skills to be respectful and productive members of a global society. Crete Public

Schools will cultivate a culture where all are challenged, empowered, and supported to reach their maximum potential. As you have read throughout this application, ALL means ALL. This belief along with the guidance of the National Standards of Practice were the pillars of this plan. CPS believes if granted these Perkins funds we will have a positive impact on every one of our students, our community, and our country.

Stakeholder Engagement and Consultation

Eligible recipients are required to engage a broad range of stakeholders who represent CTE and core academic areas, school counselors, special education, advisement professionals and academic counselors, administrators, instructional support professionals, parents and students, special populations (gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, corrections), postsecondary CTE faculty, local workforce development, regional economic development, local business and industry, Indian Tribes and Tribal Organizations, and youth corrections, as applicable, in the development of the Local Perkins Application.

Evidence of this can be provided in several ways:

1. Upload a completed copy of your stakeholder verification worksheet(s) provided in the reVISION Resource Manual and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2020-2024); or
2. Detail the membership of an Advisory Committee that meets regularly to provide counsel, direction, and assistance to CTE programs. Include meeting dates, a sample agenda, and a description of the engagement that will take place throughout the duration of the Application (2020-2024). Membership should include representation from the above mentioned stakeholder groups, as applicable; or
3. Describe in detail how efforts were made to engage each of the required stakeholder groups throughout the development of this Local Perkins Application and how your district will continue to meaningfully engage them throughout the duration of the Application (2020-2024).

It is recommended existing structures and means for engaging stakeholders that local districts no doubt already have in place are utilized as a starting point.

RESPONSE: In developing and maintaining a current and robust CTE curriculum in a Career Academy, schools must rely heavily on the resources in the community. These resources in the community are people who will give direction, provide resources, and become a stakeholder in the Career Academy. They will be actively engaged throughout the year.

Crete Public Schools believes that an essential component of a successful academy/pathway is the development and engagement of local resources. These local resources would be designated as our stakeholders in developing and maintaining a current and robust CTE academy. These stakeholders would be selected from parents, SkillsUSA officers, local business leaders in CTE, a representative from CTE program at Southeast Community College, a human resource from our largest employers in the community, entrepreneurs from our Hispanic community, and community development personnel. This group of stakeholders would be our advisory board in going forward with our Academy. Listed will be an example of leaders on the advisory board:

1. President of the Crete Public Schools SkillsUSA organization
2. Owner of Prybal Heating & Air
3. Contractor from Crete Lumber

4. Department Chair from construction program from Southeast Community College
5. Human Resource Manager from Smithfield
6. Human Resource Manager from Purina
7. Store owner from Hispanic Market
8. Parent that is a translator and para in the school
9. Chamber of Commerce director
10. Manager from the local staffing company ASI
11. Local Union leader from trades
12. Location Manager from our local Farmers Cooperative

It is important that all stakeholders share the same vision as the school administrators and staff. In addition, stakeholders are required to meet the requirements of the advisory board set by the board and administration. This would include regularly attend all bi-monthly meetings, meet the obligations of duties assigned, and provide positive feedback and counseling.

The advisory council will meet once a month for the first year and 6 times a year (once every other month) for the following years. Meetings will be held in each of the CTE program areas of the school as well as an establishment of the advisory members. The CTE areas of the school in which the meetings may take place will include business, construction, automotive, agriculture, culinary, and trades. Meetings will have the same agenda each time. Below will be a sample of the meeting agenda:

1. Welcome and tour of the CTE area or business establishment of the advisory member
2. Instructor of the CTE area or business will provide a short presentation of their curriculum, student demographics, equipment used, vision and community relations. This will also include questions and answers. If a business tour of the facility and presentation of the company operations.
3. After the presentation, a brief review of the other CTE areas will be gone over.
4. Presentation from the administration of any new resources, funding, demographic change, and other information affecting the school or CTE areas.
5. A time for each advisory member to share the dynamics of their industry with the group since the last meeting.
6. Schedule a time for advisory members to visit and present at class time, PLC groups, CTE classes for freshman or advisory time with the high school.

The meeting agendas will be very dynamic as the Academy develops. One other thing I would like to add, teachers from all academic areas will be scheduled for a tour at one of the advisories establishments each month after their in-service. This would allow some cross-curriculum discussion in PLC groups. Essentially, this is our first move to the world of teacher externships.

Section 3: Annual Budget Worksheets

The next step will be completed each year through 2024 and is based on the above four-year Local Perkins Application.

Based on the Action Steps identified for each element for the program years 2020-2024, detail your budget request **for the upcoming program year** using the budget template provided. List all direct costs associated with the implementation of the proposed activities/action steps that are allowable and justified. Provide explicit detail (e.g. if you plan to use funds to attend a national conference, the name and date of the conference along with all associated costs must be listed if known; if you plan to purchase a piece of equipment, list the name, model, and price). Add/remove rows as needed.

Allowable uses of funds: All grant funds must adhere to the Perkins Guidelines for use of Federal Perkins Funds as defined in the Nebraska Perkins Management Guide. In particular, no consumable items, furniture, or items that become part of a permanent structure may be purchased. Please visit <https://cdn.education.ne.gov/wp-content/uploads/2019/04/NonAllowableUseofFunds.pdf> for additional information related to allowable uses of funds. **As a reminder, only those activities that directly align with the outcomes of the reVISION process (as detailed in the Local Perkins Application) may be eligible for Perkins funding.**

Non-allowable uses of funds: Perkins grant funds may not be spent on costs associated with writing the application, consumable items, whole-school improvement efforts not directly related to CTE programs, professional development not directly related to needed changes identified in the reVISION process, direct assistance to students (i.e. subscriptions or single-use licenses), or students below grade five. Perkins funds cannot be used to supplant funds. Carefully review the non-allowable uses of funds document found under the Perkins Management Guide link noted above.

[Click here for the Annual Perkins Budget Worksheet Template](#)



Helpful Tip

When writing your action steps and developing your budget, remember there are some activities that require no funds, some that are being addressed by existing programs and initiatives within a school, college, or program, and still others that will require funds outside of the Perkins grant.